

**Introduced by Senator Liu**  
**(Principal coauthor: Senator Lowenthal)**  
(Coauthor: Assembly Member Bonilla)

February 23, 2012

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An act to add Article 13 (commencing with Section 44670) to Chapter 3 of Part 25 of Division 3 of Title 2 of the Education Code, relating to school employees.

LEGISLATIVE COUNSEL'S DIGEST

SB 1292, as introduced, Liu. School employees: principals: evaluation.

(1) Existing law establishes the Administrator Training Program, to be administered by the Superintendent of Public Instruction, with the approval of the State Board of Education. Existing law requires the Superintendent to award incentive funding from funds appropriated for that purpose, to provide instruction and training to school administrators in various areas, including, among others, school financial and personnel management, instructional leadership and management strategies, and the use of state and local pupil assessments. Existing law states the intent of the Legislature that local educational agencies give highest priority to training school administrators assigned to, and practicing in, high-priority or hard-to-staff schools.

This bill would require a principal to be evaluated annually for the first and second year as a new principal. The bill would require the governing board of a school district to identify who will conduct the evaluation of each school principal. The bill would require the criteria for school principal evaluations to be based upon the California Professional Standards for Educational Leaders and to include evidence of, among other things, pupil academic growth, effective and

comprehensive teacher evaluations, culturally responsive instructional strategies, the ability to analyze quality instructional strategies and provide effective feedback, and effective school management. To the extent that this evaluation program would require a school district to carry out additional duties, the bill would impose a state-mandated local program.

The bill would authorize the use of specified federal carryover funds and certain other funds to implement this act.

(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: yes.

*The people of the State of California do enact as follows:*

- 1 SECTION 1. (a) The Legislature finds and declares all of the
- 2 following:
- 3 (1) State and local educational agencies, not the federal
- 4 government, should determine the process for implementing
- 5 principal evaluations and determine what constitutes an effective
- 6 principal based on specified criteria.
- 7 (2) School district level evaluators have the obligation to ensure
- 8 that principals are evaluated fairly, consistently, and effectively
- 9 using multiple methods consistent with the California Professional
- 10 Standards for Education Leaders.
- 11 (3) The system of principal evaluation must consider the impact
- 12 of the diversity of schools in regard to size, demographics, and
- 13 available resources.
- 14 (4) Principals should be provided with the resources needed to
- 15 be truly effective.
- 16 (5) Policymakers must ensure there is a coherent and
- 17 comprehensive system to support principal development and
- 18 leadership.
- 19 (b) It is the intent of the Legislature that the governing boards
- 20 of school districts establish a uniform system of evaluations to

1 guide principal growth and to improve principal performance while  
2 raising pupil achievement. Evaluations should reflect the complex  
3 responsibilities of a principal's daily work as it impacts pupil  
4 success. Evaluations should differentiate how to accelerate success,  
5 address professional development needs, or as necessary, intervene  
6 when there are persistent performance issues.

7 SEC. 2. Article 13 (commencing with Section 44670) is added  
8 to Chapter 3 of Part 25 of Division 3 of Title 2 of the Education  
9 Code, to read:

10  
11 Article 13. Principal Evaluation System  
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13 44670. (a) The governing board of a school district shall  
14 identify who will conduct the evaluation of each school principal.

15 (b) A school principal shall be evaluated annually for the first  
16 and second year as a new principal. The governing board shall  
17 determine the frequency of evaluations after this period.

18 (c) Additional evaluations may be agreed upon between the  
19 evaluator and the principal.

20 (d) Evaluators and principals shall review school success and  
21 progress throughout the year. This review should include goals  
22 that are defined by the school district.

23 44671. (a) Criteria for effective school principal evaluations  
24 shall be based upon the California Professional Standards for  
25 Educational Leaders. These standards identify a school  
26 administrator as being an educational leader who promotes the  
27 success of all pupils by doing all of the following:

28 (1) Facilitating the development, articulation, implementation,  
29 and stewardship of a vision of learning that is shared and supported  
30 by the school community.

31 (2) Advocating, nurturing, and sustaining a school culture and  
32 instructional program conducive to pupil learning and staff  
33 professional growth.

34 (3) Ensuring management of the organization, operations, and  
35 resources for a safe, efficient, and effective learning environment.

36 (4) Collaborating with families and community members,  
37 responding to diverse community interests and needs, and  
38 mobilizing community resources.

39 (5) Modeling a personal code of ethics and developing  
40 professional leadership capacity.

1 (6) Understanding, responding to, and influencing the larger  
2 political, social, economic, legal, and cultural context.

3 (b) A quality school principal evaluation shall include, but not  
4 be limited to, evidence of all of the following:

5 (1) Academic growth of pupils based on multiple measures that  
6 may include pupil work as well as pupil and school longitudinal  
7 data that demonstrates pupil academic growth over time.  
8 Assessments used for this purpose must be valid and reliable and  
9 used for the purposes intended and for the appropriate pupil  
10 populations. Local and state academic assessments include, but  
11 are not limited to, state standardized assessments, formative,  
12 summative, benchmark, end of chapter, end of course, advanced  
13 placement, international baccalaureate, college entrance, and  
14 performance assessments. For career and technical education,  
15 authentic performance assessment is a strong indicator of effective  
16 teaching and learning.

17 (2) Effective and comprehensive teacher evaluations, including,  
18 but not limited to, curricular and management leadership, ongoing  
19 professional development, teacher-principal teamwork, and  
20 professional learning communities.

21 (3) Culturally responsive instructional strategies to address and  
22 eliminate the achievement gap.

23 (4) The ability to analyze quality instructional strategies and  
24 provide effective feedback that leads to instructional improvement.

25 (5) High expectations for all pupils and leadership to ensure  
26 active pupil engagement and learning.

27 (6) Collaborative professional practices for improving  
28 instructional strategies.

29 (7) Effective school management, including personnel and  
30 resource management, organizational leadership, sound fiscal  
31 practices, a safe campus environment, and appropriate pupil  
32 behavior.

33 (8) Meaningful self-assessment to improve as a professional  
34 educator. Self-assessment may include, but not be limited to, a  
35 self-assessment on state professional standards for educational  
36 leaders and the identification of areas of strengths and areas for  
37 professional growth to engage in activities to foster professional  
38 growth.

39 (9) Consistent and effective relationships with pupils, parents,  
40 teachers, staff, and other administrators.

1 SEC. 3. Federal carryover funds received pursuant to Title I  
2 and Title II of the federal No Child Left Behind Act of 2001 (20  
3 U.S.C. Section 6301 et seq.) and any other available state and  
4 federal funds may be used to implement this act.

5 SEC. 4. If the Commission on State Mandates determines that  
6 this act contains costs mandated by the state, reimbursement to  
7 local agencies and school districts for those costs shall be made  
8 pursuant to Part 7 (commencing with Section 17500) of Division  
9 4 of Title 2 of the Government Code.

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